



## **BLENDED LEARNING: IMPACT AND IMPLICATIONS**

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### **Abstract:**

*The present study explores the concept of blended learning from the point of view of its effect and implications in the education field. Post pandemic era has made blended learning necessary and inevitable. Indian scenario is suitable for blended learning. However, there are multiple challenges in implementation of blended learning. The paper examines the blended learning from multiple perspectives.*

**Key words:** *learning, blended learning, traditional learning, face to face learning, pandemic*

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### **Introduction:**

Learning is a creative process. It involves multiple psychological and sociocultural complexes. One can go on exploring different innovations. However, every innovation will not have required influence on the learners and learning outcomes. Hence blend learning comes in the picture. Without rejecting traditional classroom situation, blend learning makes learning environment fresh and energetic.

### **Literature review:**

A number of studies all over the world have been conducted to understand the dynamics of Blended learning. The present study is built up on the observations of the earlier studies. However, this study views the scenario mainly in the context of the post pandemic situation in India. The infrastructural and system constraints have been noted while making observations.

### **Objective:**

Traditional learning has been focusing on the coverage of the curriculum. Traditional face-to-face lectures are and remain a key component of teaching in higher education. The present generation engaged in the education is the twenty first century born generation. Their conception and perception of the learning differs from the preceding ones. The approach has become popular. It may involve students' engagement in interactive activities. It combines online and physical classroom. The paper aims to explore the dynamics of blended learning.

Use of audiovisual sources in the traditional classroom brings about positive impact. Blended learning incorporates cognitive support through a wide range of delivery methods. Level of interaction, pedagogical approach are important attributes of the blended learning design. This may consist of traditional and e-learning approaches. The balance of these approaches needs to be taken care of. The teacher's background, the study discipline and student characteristics are the variables influencing the blended learning design. It focusses on the cognitive processing.



**Scope:**

During the Corona pandemic period most, educational institutions accepted and adjusted with the online teaching. It was the decision and the transition that was the forced one. Education has been viewed as the tool of the empowerment. In the post pandemic era educational institutions are passing through transition phase.

Content processing support and representational support can be provided through blended classroom. This became important as the learners entered in the delicate phase of learning. From the traditional learning they entered into online learning. While these learners began to settle in the online learning, pandemic effects began to dwindle down. The educational institutions began to return to normal course. The exposure to online learning and resources changed the perceptions of all the stalk holders involved.

Blended learning design certainly involves and allows greater scope for discussions. The presence of teacher stimulates faster feedback. The course design and pedagogical activities are important variables in blended learning. Blended teaching is mixed mode instruction.

**Research Methodology:**

The literary method has been used for the study. The focus is to probe into learning experiences that blended learning offers. Blended learning provides opportunities to the students to be part of classroom activities. It can present a richer range of learning experiences and produce higher levels of student engagement due to its adoption of a range of delivery methods. It can have positive impact on the students' academic achievements. Group activities may not be able to engage introvert and non-social learners. In spite of this limitation, it can present rich learning experiences. It can help to cut down disruptive behaviour, encourage discussion, and discourage inattentiveness. Most studies bring out that student achievement was higher in blended learning experiences when compared to either fully online or fully face-to-face learning experiences. By using a combination of digital instruction and one-on-one face time, students can work on their own with new concepts which frees teachers up to circulate and support individual students who may need individualized attention.

**Implications:**

The blended learning involves the presence of teachers. Like traditional learning, blended classroom can be built on the text book. Students get involve in higher activities like problem-solving, discussions and debates. Blended learning design results in higher interaction between students and between students and the teacher. This approach largely builds on the online assignments and self-assessment tools. The use of information and communication technologies have been found to improve student attitudes towards learning.

Slow learners may be involved but cannot be addressed in the most satisfactory manner. It facilitates critical thinking. It is suitable from the point of view of intrinsic learning of the learners. It facilitates self-learning in collaboration with colearners. Learning performance is higher in blended learning compared to eLearning. This is in consistent with the earlier studies (Thai et.al. 2017) It is useful in professional development and training settings.

**Conclusion:**

The concept of blended learning has received much attention of the researchers. Blended learning helps to cop up with the technological challenges. It fosters learner engagement. It affects students' perceptions. It can bring



about better learning outcomes. It combines best of face-to-face learning. Blended learning often includes software that automatically collects student data and measures academic progress, providing teachers, students and parents detailed students' data. Compared to traditional classroom blended classroom can result in superior learning. It enhances students' satisfaction with the learning environment itself. However, the blended learning has not received universal acceptance. There may be different outcomes in different courses and subjects.

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**Cite This Article:**

\* **Dr. Hemali Sanghavi (2022).** *Blended Learning: Impact and Implications, Educreator Research Journal, Volume-IX, Issue- VI, Nov -Dec 2022, 1-3.*